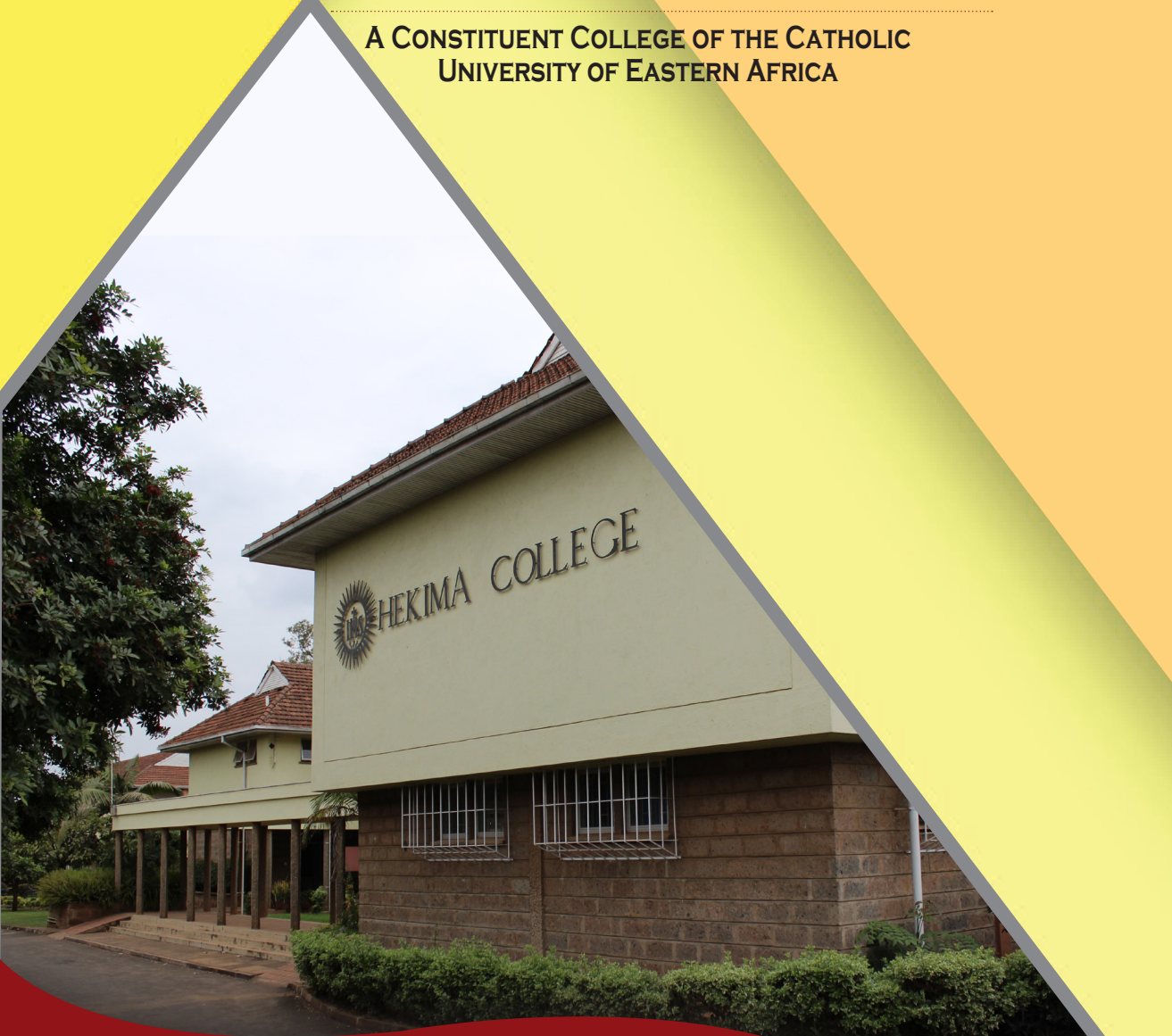TRUTH AND EXCELLENCE
TOWARDS JUSTICE AND SERVICE

Hekima University College

A CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

STRATEGIC PLAN

2018 - 2023

VISION

Hekima University College (HUC) is a Jesuit centre of excellent formation, research and intellectual scholarship. The college cherishes offering high quality integral and contextualized education as well as a spiritual formation founded on the Ignatian pedagogy and the finest traditions of Jesuit humanistic heritage. HUC's vision empowers all men and women to respond to the plights of the neediest and the most vulnerable of the society.

MISSION

Hekima University College is an institution that blends integral human formation with higher learning to prepare men and women for the challenges of a 'faith that does justice'. This is achieved through pursuing 'Truth that sets free', with full dedication and integrity, in the best of the Jesuit tradition of education; that is:-

a) A constant search for excellence according to the Jesuit motivating spirit of magis,
b) A humanistic orientation of education that promotes a holistic orientation of education that promotes a holistic formation inclusive of spiritual values,
c) A personal and individual care of students and,
d) A service to the community through promotion of Justice.

VALUES

Christian, Catholic and Jesuit values where fair treatment, honesty, openness, integrity, and respect are nurtured

A commitment to excellence is fundamental to everything

A commitment to responsible leadership and teamwork

A sense of community

An appreciation of diversity

CONTENTS

CONTENTS

Preface

Agbonkhianmeghe E. Orobator SJ
President, JCAM

The vision of the Jesuit Conference of Africa and Madagascar (JCAM) for Hekima University College (HUC) is to transform it into a centre of contextual learning and for knowledge diffusion. This strategic plan continues the previous plan. However, the uniqueness of this plan has been enhanced by two guiding principles. First is the call to collaboration by General Congregation 36 of the Society of Jesus; and second, the evolving status of Hekima College in light of the Commission for University Education's mandate for constituent colleges to either become independent universities or be absorbed by their mentoring university.

True to the call to collaboration, the new plan provides timelines for the various exchanges or joint initiatives with other Jesuit institutions. The establishment of the virtual classroom is one of the specific action plans to help realise this vision of collaboration. The possibility of existing as a campus of an overseas Jesuit university is also provided for in the new plan – all in line with the vision of collaboration. As regards the evolving status of Hekima College, the new plan caters for the future of Hekima whether as a semi-autonomous college of the Catholic University of Eastern Africa (CUEA) or as an autonomous university. The semi-autonomous option is already contained in the MoU submitted to CUEA. In the autonomous trajectory, the strategic plan requires Hekima to develop the programmes of its new ecclesiastical faculty. There is also a timeline in the plan for meeting the necessary requirements for becoming an autonomous university - in readiness for when that decision would be made by the HUC board (JCAM). Details of these two guiding principles abound in the new strategic plan.

Looking to the future, through a strategy of collaboration, HUC is better positioned to engage in the global academic discourse. Such engagement is an essential part of "knowledge diffusion" – the transfer of knowledge from one culture or society to another. Similarly, the autonomous or semi-autonomous trajectory of HUC allows for context-specific emphasis to its present context and programmes. After contextualizing our teaching and learning at HUC, knowledge diffusion naturally becomes the communication of those locally generated ideas in a way that is understandable (through collaboration) to a global audience.

May the realization of this strategic plan enhance the mission of theological and peace education towards the flourishing of the human person with dignity and respect.

Agbonkhianmeghe E. Orobator SJ
President, JCAM

Acknowledgement

Many people from within and outside Hekima University College (HUC) have contributed to the development of this 5-year Strategic Plan. On behalf of HUC, I thank all those who have laboured to help realize this document.

A special gratitude goes to the Strategic Planning Committee, including their resource person - Dr. Levi Koyio - for their dedication. The committee was formed in April 2017. Hence this new "master plan" of the college is the culmination of more than one year of collaborative work and the concerted effort of the loyal members of the committee. As a team, they ensured wide consultation for strategic input and then assembled all the necessary materials needed to complete the task. Asante sana!

Furthermore, I would like to acknowledge with much appreciation the crucial role of my predecessors, Very Rev. Dr. Joseph Afulo and Very Rev. Dr. A. E. Orobator. This document builds on their strategic plan for HUC.

I also thank the HUC Academic Staff, particularly members of the Academic Board, for their feedback and perspectives on the various drafts of the plan. Similarly, we a re grateful to the Board of Governors (our University Council) for giving their approval to the final document.

Lastly, I must appreciate the immense contribution of all the other staff and students of HUC – from both the HIPSIR and JST campuses – as well as the Director of JHIA and other institutions in collaboration with

Rev. Dr. John Okoria Ibhakewanlan SJ
Principal, Hekima University College

the college. Thank you all for your stimulating suggestions and wisdom.

It is my hope that, as we have all shown great commitment to strategic planning, we will equally commit ourselves to the implementation of our common mission – as articulated in this plan that we all have now adopted. I am very confident in our collective ability to pursue the priorities, goals and supporting actions, contained in this document.

May God bless you for your generosity and give us all the Grace to execute the HUC 2018-23 Strategic Plan!

Rev. Dr. John-Okoria Ibhakewanlan SJ
Principal, HUC

Abbreviation and Acronyms

AJAN   Africa Jesuit Aids Network
ATR   African traditional Religions
BBA   Bachelor Degree in Business Administration
BTh   Bachelor Degree in Theology
CAFOD   Catholic Agency for Overseas Development
CCE   Vatican Congregation for Catholic Education
CERAP   Centre for Research and Action for Peace
CHIEA   Catholic Higher Institute of Eastern Africa
CPD   Continuous Professional Development
CRS   Catholic Refugee Services
CRTP   Centre for Research, Training and Publication
CUE   Commission for University Education
CUEA   Catholic University of Eastern Africa
HIPSIR   Hekima Institute of Peace Studies and International Relations
ICTJ   L'Institut de Théologie de la Compagnie de Jésus
JCAM   Jesuit Conference of Africa and Madagascar
JESCA   Jesuit Social Centers network
JHC   Jesuit Hakimani Centre
JRS   Jesuit Refugee Service
JST   Jesuit School of Theology
JHIA   Jesuit Historical Institute in Africa
Magis   More, excellence
MEd   Masters Degree in Education

Executive Summary

1. Hekima University College (HUC) is both a Catholic and a Jesuit institution of higher learning. It was founded in 1984 as a Jesuit theologate to serve the needs of Africa in the formation of Jesuits for priesthood and to provide for the concerns of the Church in an indigenous context of Theology. It is owned by the Conference of Jesuits of Africa and Madagascar (JCAM), headed by a principal who reports to the board of trustees. It is led and administered through the Jesuit tradition and structure which has been aligned to the requirements of the management of higher educational institutions in Kenya. Since its inception, the College has operated under the charter of the Catholic University of Eastern Africa (CUEA). Over time, in response to emerging needs, the College grew to found the Hekima Institute of Peace Studies and International Relations (HIPSIR) in 2004. In 2012, the Jesuit Historical Institute in Africa (JHIA) was founded to operate in collaboration with HUC.

2. A review of the Strategic Plan 2008/2009 – 2018/2019 reveals that Hekima has made significant progress. Built around ten strategic initiatives, the Plan comprehensively addressed the priority issues of the time. Amongst other achievements, today Hekima retains optimal full-time academic staff members with PhDs, a feat no university in the region has attained. Programmes are more diverse and are planned to expand.

3. The College has excellent facilities and conducive environment that promotes quality of learning, teaching and research. The facilities range from well-furnished and equipped lecture rooms, library, ICT network, and well maintained grounds. The College has perhaps the best equipped library in peace studies in the region. The research resources at JHIA are exceptional.

4. Although the higher education sector is increasingly becoming competitive in Africa, there are many challenges that remain outstanding. There is a need for

THE GREATEST ISSUES OF OUR TIME, THE HUMAN PROBLEMS OF THE WORLD TODAY URGENTLY REQUIRE RETHINKING IN TERMS OF A TRULY EVANGELICAL AND AUTHENTICALLY LIBERATING THEOLOGY

intellectual and theological reflection, introspection and discernment. The greatest issues of our time, the human problems of the world today urgently require rethinking in terms of a truly evangelical and authentically liberating theology. The pervasive conflicts in Africa and the dearth of in-depth research about their causes and effective resolution mechanisms continue to inform the College's academic programmes. The courses are thus relevant and demand driven.

5. Both the internal and external analysis reveal that the College has competitive advantages against other players by virtue of its resources and facilities. The College plans to sustain these through its reputation as a Catholic and Jesuit institution, quality of teaching and learning – leveraged by its excellent facilities.

6. For the next five years, the College aspires to provide quality formation, research and intellectual scholarship to all students capable of effectively functioning anywhere in the world. This aspiration reflects the stature of Jesuit Education and its unique capacity to foster integration of its instructional, research, and service programmes. It proposes to achieve this

aspiration through pursuit of excellence (magis) in the core and potential academic programmes that are relevant to context. The College also predisposes itself to grow to the next frontier.

7. Accordingly, this Plan is built around four key result areas that are at the core mandate of the College, namely:

(i) Teaching and Learning,

(ii) Research and Publication,

(iii) Institutional Infrastructure Development and

(iv) Financial Endowment.

Each of these result area has corresponding strategic objectives from which concrete activities will be generated.

8. The Plan will be implemented through operational plans by respective schools and institutes. Each school/institute will develop its annual work plans anchored on this Strategic Plan for corporate unity of purpose. During the Plan Period, the Jesuit Historical Institute in Africa will seek to integrate more with the College activities by developing deliberate synergistic academic Programmes. Monitoring and supervision will be effected through the governance and management structures.

SECTION ONE
Background

1.1 INTRODUCTION

This is the second formal strategic plan for Hekima University College (HUC). It is intended to set its direction and scope over the next five years (2018-2023) while expanding its capacity to effectively execute its mandate.

1.2 BACKGROUND INFORMATION

Hekima University College is a tertiary level institution founded in 1984 by the Society of Jesus. It is run by the Jesuits, and its proprietors are the Superiors of the Jesuit Conference of Africa and Madagascar (JCAM). The college is chartered in Kenya as a Constituent College of the Catholic University of Eastern Africa (CUEA). Though administratively autonomous, Hekima is an integral part of CUEA for academic purposes. Relations between Hekima and CUEA are established by the terms of the Constituent Colleges Convention, dated 10th June 1993.

Hekima College began as a school of theology, with its central aim and purpose to provide a first cycle theological formation for Jesuit students preparing for the priesthood. Besides that central aim of providing theological education for members of the Society of Jesus, the college was to "offer formation for men and women seeking to take their place in the evangelizing mission of the Church, be they religious or lay people." It is in line with this second aim and to respond to new challenges that Hekima College has broadened its programmes over the years. The college currently offers the following degree programmes:

(a) Bachelor of Theology (BTh)
(b) Master in Theology (MTh)
(c) Master in Peace Studies and International Relations (MA)

In 2016, the Congregation for Catholic Education granted Hekima College the status of an ecclesiastical faculty. With this status, Hekima College is able to offer ecclesiastical degrees, including graduate (STL) and postgraduate (STD) degrees.

1.3. THE MANDATE

HUC is founded and maintained by the Jesuit Conference of Africa and Madagascar (JCAM) with a primary mission to be a centre of formation, research and intellectual scholarship. In keeping with its Catholic character and Ignatian identity, HUC is committed to the formation and training of men and women, academically and spiritually, in research and professional competence. This commitment is embodied in the following goals and objectives:

a) Promoting African theologies that is rooted in the best theological traditions of the Catholic Church and attuned to the realities of faith, life and ministry in contemporary Africa in a globalizing world;

b) Training its students by providing instruction, conflict analysis, negotiation and expertise in peace building from the perspective of Catholic traditions of peace and social justice. This is in response to the various situations of conflict that undermineAfrica's quest for an environment conducive to sustainable development;

c) Developing and applying an interdisciplinary approach to different historical and contemporary challenges facing the African Church and society in the 21st century, to ensure that our students are able to adapt to the constantly changing and diverse situations of work and ministry through active collaboration and partnership;

d) Training our students to reflect on experience and apply the data to their studies in order to generate appropriate and contextualized responses to their situations in life and work, and become architects of transformation in the Church and society.

The College trains men and women involved in disciplines which may appear to have no explicit Christian perspective, but nevertheless central to the way human beings understand themselves and the world around them (GC 35, Decree1, n.7, Decree 3, n.39, par. iii,). This is rooted in transforming our society for the greater glory of God, and creating a conducive environment that upholds human dignity.

The graduates of our programmes will therefore be men and women of faith ardently engaged in the challenge of building up a young and vibrant African Church and general society, rooted in the richness of different cultures, creating new bonds of solidarity among peoples, and struggling to overcome the global forces that tend to marginalize the whole continent (GC 35, d. 3, n. 39, par. i).

1.4. THE INSTITUTES WITHIN THE COLLEGE

The College has two schools, a Theologate and an Institute of Peace Studies and International Relations. In addition, the Jesuit Historical Institute in Africa is attached to the College through collaboration.

1.4.1 The Jesuit School of Theology

The Jesuit School of Theology (JST) is the founding and flagship school of the College, offering theology programmes to both Jesuit and non-Jesuit students. The programmes range from the certificate, bachelors and masters courses. The expansion in programming has been carefully considered to address the concerns of the Church in an indigenous context of Theology while continuing to serve the African Assistancy in the formation of Jesuits for the Priesthood.

1.4.2 Hekima Institute of Peace Studies and International Relations

The Institute of Peace Studies and International Relations (HIPSIR) was established in August 2004. It was born eout of the need to address issues of peace, conflict and resolution. The presence of many refugees and civil strife in Sub-Saharan Africa prompted this response. The General of the Society of Jesus asked Hekima, as an Institute of higher learning operating within the region to think about intervention mechanisms in the areas of peace, conflict and reconciliation. Consequently a JCAM Peace Conference organized by the social justice centres of the Society in 2005 reconfirmed HIPSIR as the institution that should continue to provide expertise training in conflict analysis, mediation, negotiation and peace building from the perspective of Catholic traditions of peace and social justice.

Henceforth the Institute's mandate is to respond to the challenges caused by wars and conflicts in Africa. The Institute follows the provisions set in the Apostolic Constitution of Pope John Paul II, Ex Corde Ecclesiae and awards master's degree through the Catholic University of Eastern Africa. In accord with the Constituent Colleges Convention (Part II, Sect. 5, & 2). Hekima College grants certificates for the Institute of Peace Studies and International Relations.

The general objective of the Institute of Peace Studies and International Relations is to train men and women to provide instruction and expertise in peace building and conflict resolution at a high-quality tertiary education level. To achieve its objective the Institute seeks to:

a) Engage the professors and students as a community to teaching, learning and

researching on conflict issues in Africa so as to provide solutions for peace and political stability;

b) Monitor issues of conflict in Africa and search for their root causes including the new world economic and political order that tend to marginalize the continent while exploiting its resources;

c) Study the Catholic social teachings as well as the teachings and wisdom of other religious traditions especially, the African cultural and religious vision on peace and reconciliation;

d) Develop a database and documentation centre on conflict management and peace studies;

e) Co-operate with academic institutions, governmental and non-governmental organizations as well as religious institutions involved in the search for peace in Africa and around the world; and

f) Foster space for understanding through dialogue, peace and justice.

HIPSIR continues to experience demand for its academic programmes. The MA programme is relevant and demanded across Africa. It has received students from diverse religious and political affiliations coming from different parts of Africa, Asia, Europe and Latin America. These include: Kenya, Rwanda, Burundi, Nigeria, Democratic Republic of Congo, Ethiopia, Tanzania, Uganda, Zimbabwe, Cameroun, North and South Sudan, Zambia, Eritrea, Burkina Faso, Central Africa Republic, Togo, Ghana, Poland, Austria, Ireland, India, Costa Rica, Korea, China, Indonesia and Venezuela.

HIPSIR also has a Centre for Research, Training and Publications (CRTP) which coordinates research on diverse issues in the continent; training in peacebuilding, leadership and management, human rights and governance, Catholic Social Teaching, forgiveness and reconciliation, among others; publication of from research and training experiences. Plans to introduce bachelor and PhD programmes are under way.

1.4.3 Jesuit Historical Institute in Africa

The Jesuit Historical Institute in Africa (JHIA) was founded in 2012 as an institution attached to HUC (run independently but also under JCAM) to provide a cost-effective environment for groundbreaking research on the religious histories, cultures and traditions of the people of Africa and Madagascar. Such an environment was hoped to put scholars in Africa on a par with those who are elsewhere in the world by helping them access records and rare publications that are otherwise available only in libraries in Europe and America. In this way, the JHIA

aims to reverse the current state where only one percent of scholarly articles about Africa published in international forums emanates from Africa. The JHIA pursues its vision by implementing a fourfold mission of (i) collecting and preserving relevant records on African subjects, (ii) documenting African Christianity, (iii) helping researchers to access the collected information, and (iv) promoting targeted research.

JHIA is one of Father Adolfo Nicolás' crucial legacies as Superior General of the Society of Jesus. As the Society neared the 200th anniversary of its restoration in 2014, he saw the opportunity for the Jesuits to address an important need by empowering Africa to interpret its own history, including the history of Jesuit involvement in that continent. That need was corroborated by other studies, which often showed that primary research is one of the most neglected areas of scholarship in Africa. Having perceived the challenge, and with his characteristic emphasis on the need for depth, Father Nicolás encouraged the founding of an institute whose vision would be the provision of a cost-effective environment within Africa for ground-breaking research on the religious histories, cultures and traditions of the people of Africa and Madagascar. Thus, with the opening of the JHIA, the Jesuits took a major practical step towards realizing their acknowledged "responsibility to present a more integral and human vision of this continent" (35th General Congregation of the Society of Jesus [2008], decree 3, no. 39[i]).

Now in its fourth year of operation, the JHIA has seen immense success, especially in the first two aspects of its fourfold mission. Two factors explain this success and further emphasize that now is a critical time for collecting material for Africa: first, several scholars who revolutionized African studies in the 1960s and 1970s are in retirement or are gracefully passing on, and they or their families are willing to donate their collections to a trusted institution like the JHIA; second, several missionary societies that evangelized Africa, which also collected enormous amounts of information about the continent and its people, are closing some of their houses and are also willing to deposit their Africana collections at a safe place, preferably in Africa. Moreover, the JHIA's compelling vision, now coupled with evident success, calls for a holy boldness and a certain apostolic aggressiveness.

All these three institutes are fully supported by the Conference of Jesuit Superiors of Africa and Madagascar and built upon a long Jesuit tradition of scholarship.

Section Two
Review of the 2008/2009 – 2018/2019 Strategic Plan

2.1 Introduction

A self-review of the current Strategic Plan 2008/2009 – 2018/2019 by a designated staff committee of the College was carried out to assess the status of implementation. The Plan was built around ten strategic initiatives on which to focus and a series of targets against each in order to realize the ambitious mission. The review sought to examine each of the ten Strategic initiatives, describing the more significant achievements and identifying some of the challenges experienced. It is clear from the findings that HUC has made great progress during the period under review. For HIPSIR, its progress is particularly impressive when we consider that the Strategic Plan was put in place at the time when its status of ownership and hence funding was in doubt. Progress to-date, therefore, reflects very well on the efforts and work of all management and staff of the College. It is worth pointing out that the College has realized optimal full-time academic staff members with PhDs, a feat all the universities in the region have not yet attained.

2.2 Achievements

The table below summarizes (dashboard view) the status of implementation of each of the ten strategic initiatives:

Strategic Initiative	Achievement	Outstanding
1. Enhance Academic Diversity in Programs	i. A second programme in theology has been started – the MTh in systematic theology. ii. The College has more full-time lecturers in JST and HIPSIR: offering a greater variety of courses – both core and non-core. iii. A variety of certificate courses have been introduced both at JST and HIPSIR e.g. Theology for the Laity, at JST; at HIPSIR Project Management, Leadership and Organization Development; national healing and reconciliation; human rights and governance; research for policy analysis, etc.	i. This is an ongoing mandate. ii. A MTh in moral theology is underway iii. Creation of awareness of HUC's programs– need for advertisement

	iv. Theology for the Laity has run for three years, with a choice of subjects. v. Ecclesiastical Faculty has been established with independent status and attached to CCE vi. Ecclesiastical faculty (FTJAM) will offer ecclesiastical programmes. vii. HIPSIR is developing bachelor and PhD programmes to be submitted next year to the Senate	iv. Introduction of business courses - i.e. the courses that meet the current society's needs. E.g. Certificate in Business courses, Management and IT. v. Decision on the abandoned BBA (Bachelors in Business Administration) Programme.
2. **Promote Excellence in Teaching and Learning**	i. Every full-time academic staff member has at least a PhD. ii. Research and publishing are being encouraged, and there is a budget line for participation in conferences, etc. iii. Faculty benchmark has been set at 8 hours lecturing per week (include hours covered for thesis supervision as well), hence standardized workload for academic staff. iv. Feasibility study on ODEL was carried out March-April 2017 and further consultations are ongoing v. Curriculum is reviewed every 5 years. vi. Two members of JST have gone for sabbatical programmes. vii. Ignatian Pedagogical Paradigm workshops are held for 2 years. viii. There are academic advisors for each student which has enhanced communication. ix. Evaluation of Academic staff members has greatly improved x. We now have an integrated library database xi. A Plagiarism detection system is in place	i. Establishing a research committee and further opportunities for staff ongoing formation – (CPD) ii. ODEL- Online distance learning. iii. Keen scrutiny on the responses of staff evaluations. iv. Staff promotion needs to be followed up through an appropriate system v. The need for separation of Jesuit formation and the academic programme. vi. JST needs to move out of the community arena to the more spacious and modern facilities at the Riara road complex so as to enhance academic excellence.
3. **Provide the Best Facilities, Resources and Related Technology Infrastructure to Meet the Needs of the College's faculty, staff and students**	i. Internet availability is outstanding, for research and teaching (24/7). There are three cyber stations for students. ii. Audio-visual equipment has been installed in every classroom with modern furniture to aid teaching. iii. The library is constantly expanding its collection for research and basic text books and relevant journals. iv. Every office (and officer) has a computer and printer. v. Students have access to plagiarism-checking software. vi. The College has set aside a small budget for non – academic staff career development. vii. There is a new guest house to accommodate visiting lecturers. Student Centre also constructed and in use ("Student Commons")	i. Furnishing of auditorium needs to change from individual seats with little tablets, to swivel seats attached to a much larger writing surface – that can hold computer and books. ii. Teachers are to learn to use e-learning facilities. iii. Website needs constant stream of fresh content. vi. The College ought to do training needs an assessment (NTA) for non-academic staff and conceive staff development program to match the changing needs of the institution

Strategic Initiative	Achievement	Outstanding
	viii Some departments have received additional staff members – such as accounts department and the ICT. ix. A new AMS has been purchased – integrating the finance office as well. x. Various e-learning platforms are in place – Moodle, college email accounts, etc. Move towards a paperless teaching environment. xi. More offices are being built for increased number of staff	ii. Develop a modality of granting tuition assistance iii. Need for a Research Fund iv. The College's organizational structure design to create an office of College Chaplain, VP Administration, VP Finance and VP Student Life. HIPSIR should be a "School" and the title of the 'Director' changed to "Dean".
4. **Strengthen the Overall Fiscal Health of the College; Differentiate Between Development and Recurrent Budgets, Grow Endowment Fund to Assure Financial Sustainability**	i. Established internal financial control system - All book-keeping practices are in place. Budget balances each year. ii. Books are audited each year. iii. There is an annual surplus (in JST) allowing it to subsidize library and HIPSIR. iv. The College has an operating budget for recurrent expenditure whose main revenue stream is tuition from students. v. The College has a depreciation fund for replacement of existing assets upon disposal or end of useful life. vi. The College has no development budget per se – Development projects are funded by donor grants or from surplus funds. vii. The College has an investment fund called the Arrupe fund whose interest earned is factored in as an income in the operating budget. viii. The College is developing an endowment fund of its own, with an articulated way of growing and operating the fund.	i. Student numbers are not constant. There is need for a student recruitment officer who will work towards increasing the number of students and improving the college profile ii. There is need for an active finance committee of the college iii. The College has not developed an endowment fund of its own. iv. The College is envisioning its development needs to facilitate creation of a development budget that will articulate source of funds
5. **To Build Effective Relations and Partnerships that Enhances the Environment of the College and Its Local Environment**	i. Theology for the laity is well appreciated ii. Ongoing relationships with other constituent colleges and universities. iii. Invitation extended to local university students for annual symposium. iv. Jesuit community has a good working relationship with the local parish, for ongoing apostolates. v. Some pastoral fieldwork exercises are done with local partners. vi. HIPSIR has established a number of partnerships with like-minded institutions especially in the area of research, course production and peacebuilding activities vii. On-going engagement with other organizations e.g. UNESCO-Sustainable Development Goals workshop	i. More can be done to be involved with the local university community. ii. Moves afoot to encourage local religious congregations to send students. The College has tended to look further afield, rather than to immediate neighbourhood for partnerships. iii. Need to have a common strategy for advertising College programs iv. Need to advertise in the Universities and Higher Education directories and Journals. v. Need for more visibility or mention in certain journals and programmes e.g. CUEA magazine.

Dean of Theology

	viii. Hekima Symposium attracts a diverse group of people ix. Sports events are routinely organized with others colleges	vi. As part of its social justice mission, Hekima should be more inserted in the reality of the poor – such as the people in Kibera.
6. **Promote Research and Scholarship**	i. An impressive publication record for such a small staff. ii. Teaching load of the lecturers has been rationalized Affiliation with CUEA means that HUC is tied to the academic and administrative performance of the former. This works find when thing are running well but in situations of crisis it could pose a challenge.to facilitate research iii. Participation in conferences is encouraged, and subsidized. iv. Establishment and the work of the JHIA that promotes research v. Research grants have mainly been attained through external funding vi. HIPSIR has a Centre for Research, Publication and Training (CRTP) since 2013. The Centre coordinates research and training (workshops & certificate courses) activities as well as publication of research findings and conference articles and proceedings.	i. Aiming to have a full-time staff member overseeing the Hekima Review. ii. A timeframe in the faculty schedule as well as fund should be dedicated to research work iii. Research fund yet to be established

Strategic Initiative	Achievement	Outstanding
7 **Establish and Promote Institutional Image (Corporate Image) both Locally and Internationally**	i. Networking with other English-speaking Jesuit schools of theology. Welcoming students from other continents. ii. Re-branding efforts iii. Student branded clothing. HIPSIR observes corporate clothing on Fridays iv. HIPSIR is becoming more and more known as a regional centre research, teaching and training in peacebuilding and conflict resolution v. International conferences at HIPSIR every two years have exposed far and beyond the corporate image of the Institute. For example, 2014 conference on Transitional Justice in Post Conflict Societies in Africa brought in former President of Tanzania, Benjamin Mkapa, Africa Union, UNDP, Kenya government officials and practitioners from Africa and out of Africa. vi. Professionalizing of the management services – registry and bursar's office. vii. International student body is highly visible viii. Visiting professor Fund in place. ix. High ranking of Hekima College by the Commission of University Education x. Successful Lenten Campaign-Supporting children's home xi. Strong collaboration in place between Hekima and other Jesuit universities, including an already scheduled faculty exchange between Hekima and JST Berkeley	i. There is need for an admissions officer who may double as PRO ii. Hekima becoming a university - lack of enough resources as per the CUE requirement (land, personnel, financial resources) iii. Need to solidify and improve visiting professor fund
8 **To Continue the College's Institutional Reforms**	xii. Growth in staff establishment - a receptionist has been employed and an international office is being created xiii. There is now a more progressive Human Resource Policy; knowledge & Career development for staff; active students' Association club; performance and evaluations systems; MIS:-Biometric system, Cored registry system, Internal Control Systems: Requisition forms, LPOs etc. These are now in place – the College is now more professionally managed. xiv. Alumni association gradually taking shape. HIPSIR started it off in November 2014 and it needs to be incorporated into one Hekima Alumni Association	iv. The college needs to anticipate the possibly grave implications of the new campus relationship with CUEA in the context of Kenya's University Act of 2012 v. Clarity in Job descriptions of faculty and staff vi. Review organogram of the College vii. Improve on a more efficient registry system viii. Reflection on the appointment of full time staff - should be left to the head of the institution as opposed to the chairman of the board?

9 **Promote Academic Staff Development in Order to Assure Succession and Continuity**	i. Identifying students who are potential future lecturers, and making them known to their superiors – in one case, sponsoring his PhD. ii. Staff cohesion with occasional deliberate team building initiative iii. Various opportunities have been provided for staff to serve in committees within Hekima and at CUEA. Some academic staff members have also represented the principal at important meetings.	i. Appointment of academic staff still somewhat subject to the will of superiors. ii. A clear HR policy needed
10 **Students**	iv. Student Association has been established, and it is operational. Pastoral care of students in place – at HIPSIR. v. Counselling service available. vi. Student representative attends selected Academic Board Meeting.	i. Financial resources to help non-Jesuit students. ii. The Jesuit value of cura personalis needs to be emphasized, particularly through the pastoral care of non-Jesuit students

2.3 CHALLENGES AND LESSONS LEARNT

The major challenge experienced during the implementation period has had to do with rapid turnover of key administrative staff. During the Plan Period, the College has had six principals/acting principals, three deans and five administrators (ministers). These are key drivers of a strategic plan in any organization. The other challenge continues to be about the future of the College against Kenya's University Act of 2012. This legislation has forced the College to ponder the possibilities of becoming a full-fledged university, a direction that was not contemplated in the Strategic Plan. The College has put a committee into place to work towards a smooth transition to Hekima becoming a university.

Challenges notwithstanding, steady implementation of the Strategic Plan is evident. The pervasive good will of all involved, students, staff, management and the board created conducive environment. Thanks to the sponsors who provided the necessary funding for development and operations. Clearly the Strategic Plan provided the trajectory and Matrix upon which success could be measured.

SECTION THREE
Situation Analysis

3.1 THE EXTERNAL ENVIRONMENT

The pace of change that characterize today's world calls for constant evaluation of emerging changes in all facets of life. These challenges require solutions from institutions of higher learning. This section seeks to highlight some of the issues that obtain in the external environment.

3.1.1 GLOBAL TRENDS

Today the world exhibits a lot of contradictions that pose both challenges and opportunities. More resources are committed in pursuit of peace without addressing the causes and consequently, violence is on the increase. There is more awareness of imbalances of wealth distribution with greater wealth concentration in a few hands and regions while many are in abject poverty, deprived of basic necessities and consequently die of hunger. The current generation promotes human rights while inequality, bad governance and dictatorship continue to thrive. Our people are currently more aware of and open to cultural diversity and potential benefits of multiculturalism while evidence of racism, religious extremism and violence, ethnic conflicts, and nepotism are stunningly glaring. Although the world populace is better educated and, quality education is in accessible to a majority and is generally skewed towards those who own world resources. There are more college or university graduates with opportunities to travel more widely and work internationally than before yet professional response to the needs of our society remains deficient. There is a new sense of appreciation for regional and local values yet the attitude of despising sections of our society and divisionism continue to thrive.

There are clear issues about spirituality and people's desire to find God, yet growing skeptics and spiritual movements blur the clear paths in the search of God and how this informs people's behavior and values. New technology is more accessible though impact of these is fully enjoyed by only a few who can pay. Travel and communications has increased

> *There is a new sense of appreciation for regional and local values yet the attitude of despising sections of our society and divisionism continue to thrive*

and so is homelessness and displacement (refugees and Internally Displaced Persons (IDPs, migrants). Accountability as a precondition for good management is on every lip yet impunity, fraudulent practices and misuse of public resource proliferate in virtually every government, organization, religion, and culture more than ever before.

In view of the foregoing, intellectual arena must give theological reflection, introspection and discernment prime importance. The greatest issues of our time, the human problems of the world today urgently require rethinking in terms of a truly evangelical and authentically liberating theology. To look for divine solutions that are very concrete, a contemporary incarnation of a God-view of our present world is imperative. Herein lays opportunities for faith based colleges and universities. This is the kairos that Hekima University College must respond to.

3.1.2 The continent of Africa

Africa has vast, colorful, rich cultural and religious diversity both in its people and in its land. It has untapped potential in human and material resources some of which are badly managed or diverted for personal use by corrupt leaders and public officials. The continent continues to attract attention for the wrong reasons. Africa suffers consequences of a long history of poverty, conflicts, war, and injustice. HIV/AIDS, unemployment and corruption are persistent. Basic rights and values that make human existence worth living remain priority for intervention. Since 1970 the war-raved Africa has suffered more than thirty conflicts, most of these have been both of interstate and intrastate origins. All the conflicts have resulted in the decimation of millions of people and societies and created more than eight million refugees

Hekima Institute of Peace Studies and International Relations, HIPSIR

and Internally Displaced Persons (IDPs). All these concerns imply challenges on ethical orientation that require interventions as well as the need for research to unearth root causes and solutions.

However, despite the above challenges, Africa continues to be a continent of great hope. African economy has been growing at a much faster rate than the rest of the world. The potential for both manufacturing and agricultural industry, coupled with the massive exploration of mineral resources give evidence to the fact that the continent is poised to be an economic power house in the near future. The downturn economic trends in Europe and USA have provoked the governments and multinationals from these continents to look towards Africa for alternative sources of energy and economic recovery. However, this shift, if not well managed by the African governments, risks turning the continent into a new era of post-Berlin conference that divided Africa between western colonial states.

3.1.3 The Demand for Peace and Conflict Expertise

It is apparent that conflicts in Africa and indeed the whole world are many and varied. They range from; unequal distribution of natural resources, governance, human rights abuses, ethnic conflicts and poverty among others. In a low level of conflict, other root causes have been attributed to injustice in court cases, cattle rustling, water competition, revenge missions, the cost and delay of justice, crime in the streets, domestic violence, disorder in schools, ongoing conflict in various workplace

> *The need for effective intervention mechanisms has increasingly led to the demand for people whose expertise are in peace and conflict studies by both private and public bodies*

settings, and people generally unable to cope with the stress of modern living among others.

It is therefore critical that HIPSIR and other similar institutions raise awareness on the positive potential of the African continent to transform situations of conflict, insecurity and poor political and economic governance into situations of political and economic sustainability. The short courses and MA programs, coupled with research and advocacy, offer a good opportunity for the realization of a positive future for Africa.

There is a dearth of in-depth research over the above issues. African institutions have not been in the forefront of carrying out research over the social, political and economic issues discussed above. In fact, most of the research so far has been undertaken by institutions and universities in the West. Given that the above issues of concern are matters of social justice, research findings can be used for advocacy, policy formulation and social action.

All these contribute to a pressing need of

peacemakers, mediators, and facilitators capable of resolving destructive conflict with justice. The need for effective intervention mechanisms has increasingly led to the demand for people whose expertise are in peace and conflict studies by both private and public bodies. To excel in this capacity, peace and conflict studies practitioners need a thorough understanding of practical peace and conflict resolution theories effective for ridding the world from destructive conflict to peaceful coexistence. The development of perspectives and skills in peace, justice, and conflict resolution are relevant in the general areas of private business, the arts, national and international non-governmental organizations, and national, regional and international government bodies, as well as religious bodies. Therefore careers in peace and conflict studies are set to grow as more investment is put in sustainable means of conflict resolution.

In reality, the utility value of university education which, as temporal as it is, resonates with the emerging trend. The more the people with expertise in peace and conflict studies are sort the more the demand for the related university program. The responses from both the current and former students of HIPSIR attest to this. All without exception, who answered to the question why they chose the course, did so because of the expected employability and positive impact they can make on society in efforts to bring peace and cohesion.

3.1.4 The Church in Africa Today

The church continues to witness exponential growth in membership and diversity of its ministries. Its specialized institutions assist it to be more effective in its evangelizing mission and the promotion of the values of the kingdom of God. Among its increasing involvement include; reconciliation efforts, justice, peace and development in the context of multiple social, economic and political challenges. There are however, outstanding moral challenges coupled with issues of the environment, social ethics and bioethics. These challenges present opportunities for intervention.

Besides the aforementioned, there are theological challenges which manifest a deeper appreciation of the values of African Traditional Religions (ATR). There are theological and political challenges of inter-religious dialogue with Islam which require works with greater appreciation of lay persons, especially the women celebrating the liturgy according to the genius and traditions of African Christians.

The church sees its future and opportunity in young people, as its future leaders. It has need of a new generation responsible for the formation of others in order to consolidate and expand the work already accomplished in many local churches. Here is s a strong need for theological institutions to respond.

3.1.5 The Society of Jesus in Africa

The Jesuits continue to experience an encouraging growth in its membership and apostolic commitments in Africa. Its desire to respond to the challenges of today's world, in particular the challenges and opportunities presented by Africa in the context of globalization remains. At Hekima, the

Jesuit Community

execution and sharing of its guiding principles is central to its engagement in the continent's life. It has the mission and task of spearheading faith that seeks justices, a dialogue between faith and culture, inter-religious dialogue, and formation of men and women for others. It seeks a wider collaboration with members of other religious congregations, the laity, promote ecumenical collaboration and be a leading voice in interreligious dialogue. In this regard, coordination of policies common to different apostolic institutions, and the presentation of Ignatian spirituality in an inclusive way are not only critical but an obligation that Hekima cannot shy away from.

Recently Father Adolfo Nicolás, former Superior General of Society of Jesus (Jesuits), called the Society to respond in DEPTH – warning against the globalization of superficiality brought about by the communications revolution - to which many of our young people are prone. Hekima must address questions in depth, which will take time and space.

3.1.6 KENYA'S HIGHER EDUCATION SECTOR

The university education has been one of the most rapidly expanding sub-sectors of the Education Sector in Kenya. Demand for university education has continued to increase from the 1990s. The growing demand for university education has triggered proliferation of new universities posing a threat to quality of education, if not well monitored by the Commission for University Education (CUE)1.Some of the programmes currently offered in the universities seem mismatched with the labour market. Most duplicate each other's programmes. In spite of the rapid increase in enrolment, access to university education remained a challenge until recently. The Government has, since 2016 changed policy to absorb all students

[1] *According to CUE as at November 2017, there are a total of 74 universities and university colleges in Kenya (31 Public Chartered universities, 6 Public Constituent colleges, 18 Private Chartered universities, 5 Private constituent colleges and 14 institutions with letters of interim authority.*

who score the minimum entry grade of C+ into universities. The aim is to expand access and equity to university education. Thus, quality and relevance are the next frontiers of university education in Kenya.

Until quality and relevance are infused in university programmes, higher education seems counterproductive to Kenya's strategic intent to deliver a university education and training system that is internationally competitive as envisaged in Kenya Vision 2030[2]. This involves expanding access and equity, improving quality and relevance and investing in human resource by enhancing institutionalization of excellence and increasing the level of research funding. For this reason, the Commission for University Education (CUE) has increased its surveillance of all institutions of higher learning by enforcing compliance to regulation and national policies.

Amongst the national policy frameworks for higher education is the University Act of 2012, revised in 2016. This Act inter alia, requires all university constituent colleges to grow and achieve university status, hence the uncertainty surrounding HUC's future.

3.1.7 COMPETITION IN HIGHER EDUCATION SECTOR

While the nature of the Jesuit priesthood formation protects HUC's School of Theology from local competition, not so are its other programmes. The rapid growth of universities offering very similar programmes have increased intensity of competition for students and quality faculty. Further, student

Out of Kenya's 74 accredited universities and colleges at least seven (7) offer programmes related to peace, conflict and international relations

enrolment into academic programmes is closely linked to perceived marketability in the industry. In the context of very high unemployment rate, university education is valued for its utilitarian value. Out of Kenya's 74 accredited universities and colleges at least seven (7)[3] offer programmes related to peace, conflict and international relations. Of these, the Centre for Human Rights and Peace of the University of Nairobi could be very competitive.

The nature of competition in higher education sector cannot be limited to single programs under consideration like peace studies and conflict resolution, it is much broader. New programs that are frequently being conceived and critical inputs like qualified academic staff are all being competed for. Essentially every program competes against another since the enrolment in one is a choice against others. High competition implies that for every academic programme that HUC conceives, it must carefully consider value for money in terms of costs, delivery modes, duration taken to complete programs, and the competitiveness of the courses offered

---

[2] *Kenya Vision 2030 Second Medium Term Plan 2013 2017*

[3] *The seven universities offering programmes related to peace, conflict and international relations are: University of Nairobi, Kenyatta University, Masinde Muliro University, African Nazarene University, Mount Kenya University, Kampala International University and United States International University*

in the market place. On the other hand these universities and other competitive employers will continue to offer competition for the highly qualified staff. Therefore the maintenance of highly motivated academic staff who are competitively remunerated is imperative.

3.1.8 Possible Partners

Although it is important to recognize competitors, it is the nature of universities to collaborate for research and intellectual discourse. However, there are institutions and organizations that HUC is likely to establish closer ties of collaborative relationships because of some common characteristics. These institutions and organizations include:

i. **Catholic University of Eastern Africa (CUEA):** HUC and CUEA have a working relationship for a long time right from its foundation with the School of Theology. CUEA also offer courses related to what HIPSIR offers through the Centre for Social Justice and Ethics. These courses are; Church Management and Leadership and Justice and Peace. The students mostly come from church programs and courses are programmed to suit timelines that allow for those in employment who desire to work and study.

ii. **Jesuit /Catholic Net-Works in Africa:** The presence of other Jesuit and Catholic institutions in Africa is an opportunity for alliance with the College. Among them include L'Institut de Théologie de la Compagnie de Jésus - Abidjan, Cote d'Ivoire (ICTJ) – Abidjan, Jesuit Social Centers network (JESCA), Jesuit Refugee Service (JRS), Jesuit Hakimani Centre (JHC), Africa Jesuit Aids Network (AJAN), Catholic Agency for Overseas Development (CAFOD) and Catholic Refugee Services (CRS). These organizations offer opportunities for linkages and relationships for mutual benefits.

iii. **Centre for Research and Action for Peace (CERAP):** A relationship of collaboration has already been initiated between CERAP and HIPSIR. CERAP was founded in 2003 by the Jesuit Fathers in Ivory Coast (In French, CERAP refers to, Centre de Recherche et d'Action pour la Paix). CERAP is an offshoot of INADES Formation Afrique which was founded 50 years ago to promote agricultural skills to farmers in rural areas. Currently CERAP offers both MA degree and short courses to professionals. The MA degree is in Ethics and Governance. Students can specialize in five main areas: Governance and corporate social responsibility, Economic Ethics and Sustainable Development, Human Rights and Legal Practice, Conflict Resolution and Peace building, E-learning or distant education.

3.1.9 Success Factors in Higher Education Sector

It is helpful to consider which factors make for success in higher education subsector. This question is relevant for industry as it is for a university institution, indeed for any organization. Many studies have shown that the following factors influence decision maker's

(student, parent or guardian) preference of one institution of higher learning over the other;

i. **Reputation and corporate image:** The standing of the institution in the eyes of the public is an important consideration not withstanding whether the reputation is real or perceived. This implies that it is imperative that the institution communicates its image and values to the public and maintains such communication. This then becomes the basis on which its programs are marketed. A competitive advantage build around reputation means that an institution must be known for something. For example; high percentage of completion within time amongst the student's enrolled, strong software in form of institutional culture and values that are distinctive, etc. By way of example, Strathmore University is reputed for high discipline and well defined student dress-code among other things.

ii. **Quality of teaching and learning:** This is the sine-qua non factor from the point of view of students and core business of higher institution of learning. It is measured mainly by both processes of transformation, the so called the value chain on one hand and the output in the form of the quality grandaunts measured in industry and work life on the other. To achieve and sustain this, the institution needs to offer good learning facilities and resources (well-equipped lecture rooms, well stocked library and ICT infrastructure), effective faculty, reasonable class sizes, conducive learning environment- free of distraction and facilitating free exploration of ideas and knowledge and a robust assessment system.

iii. **Job Placement:** The extent to which graduates of a given institution are preferred against others. This offers subtle competition, hardly spoken about but quite real in industry. This factor is achieved when, over time the Institute's alumni distinguish themselves in the world of employment, either for their values or excellence. It is also achieved where the institution plays an active role by creating industry linkages and partnership through interns or other ways.

iv. **Availability of financial Aid:** It is not uncommon to include in any college advertisement the allure of scholarships (financial aid). It is common practice for institutions of higher learning to offer financial aid at least to some of its highly talented students. The criterion varies but the practice is typical.

v. **Student/faculty Exchange Program:** Although this has not been achieved by every university, it is desirable and certainly distinguishing characteristic. In today's globalized environment, international linkages for higher learning institutions must provide avenues for dialectical interplay of new knowledge and different cultural experiences. The HUC can take advantage of the diverse Jesuit network of universities to bring lecturers physically and virtually to Hekima.

3.2 The Internal Situation – HUC Organizational Context

This section appraises internal status of the HUC. The examination of the internal situation of the College will facilitate the assessment of its current strengths and weaknesses which are key considerations in staking out its future.

3.2.2 The College's Foundation and Governance

HUC is both a Catholic and a Jesuit institution of higher learning, the work of JCAM. This puts HUC in a privileged position. The Catholic Church in general, the Jesuit order in particular, not only has a wide network from which to tap but also a worldwide reputation for quality educational institutions. In this respect, HUC has a reputation to safeguard and a privileged foundation from which to launch its academic programmes. It is led and administered through the Jesuit tradition and structure which has been aligned to the requirement for the management of higher educational institutions in Kenya. By its nature, the college is international though located in Kenya. The College maintains adequate academic and administrative staff who are highly qualified and competent. Some of the key requisite governing and operational policies and procedures exist while others are in the process of being developed. For example, there exist a robust internal control system, human resource and procurement policies. These are key administrative instruments.

3.2.3 The Faculty

The College has highly qualified and experienced academic staff with international experience. All fulltime faculty members have terminal degrees (PhDs or equivalent). The synergies are created through the sharing of some faculty within the College's JST, HIPSIR and JHIA. The faculty have opportunities for research and continuous professional development (CPD). The workload has been rationalized to facilitate their efficiency and effectiveness. However, the fact that the appointment of Jesuit faculty staff is subject to their respective superiors creates uncertainty of their tenure. The College also retains some visiting part-time lectures. While this practice has some advantages in terms of cost and cross-fertilization of ideas, it poses challenges of loyalty and student contact hours.

3.2.4 Facilities

The following facilities are available at the College

i. **Physical Infrastructure:** The College is endowed with well-maintained and furnished modern buildings. The lecture rooms are more than adequate for its current student population, well-furnished and equipped with audio-visual apparatus. The College operates in two campuses and together it has excess capacity. There are provisions for dining, conference facility, and adequate offices for both academic and non-academic staff, meeting rooms, library, student-centre and accommodation facilities for visiting lecturers. The facilities at HIPSIR alone can accommodate up to 300 students. In

Library

spite of all these facilities, the nature of the operation for JHIA will require separate buildings for its expansion. The College has plans for future expansion as it grows its programs. The College has sufficient grounds for recreation and car parking but not sufficient land for growth into a university as per the requirement of the Commission for University Education.

ii. **The ICT:** The ICT facilities required of a modern university college are in place. The College is equipped with unlimited internet facility, a computer and printer for every officer, three cyber stations for students, website, e-learning platforms such as Moodle and college email accounts. At HIPSIR there are options of computer operating systems; Out of fifteen (15) computers that serve both students and lecturers, four run on Ubuntu operating system (a Linux destro) while the others are on Windows platform. SPSS 23 software has been installed on some computers to facilitate research data analysis.

Thirty thousand peer reviewed full text electronic journals are subscribed to by the College. These journals support teaching, learning and research activities and are accessed via the College website. Besides, the College maintains an emailing list that consists of collaborative mailboxes and groups that enable student- teacher interactions beyond the classroom. The College is in the process of implementing an e-learning module that would help in teaching of a number of courses online as well as sharing of information and other activities via the e-learning portal.

3.2.5 STUDENTS AND PROGRAMMES

HUC is deliberately international. As Africa's Jesuit Theologate the College draws students from all over Africa and beyond. Naturally, HIPSIR has always attracted students from many parts of Africa and beyond, at any one time, at least from 30 African countries and a selection from Asia and Latin America. This diverse student population provide a very rich mix of cultural interaction. Besides, HIPSIR's post graduate students come from diverse academic backgrounds, thus bringing with them great opportunity for intellectual discourse. However, the student population at JST is overly male, very limited gender diversity. For some years, HIPSIR had low enrolment of students but in the last 5 years it has maintained an average of between 15-25 student enrolments per year which is a common average of MA programs world-wide. This improvement notwithstanding, HIPSIR has embarked on a process that will increase the number of enrollment through diversifying its programs by introducing diplomas, BA and PhD programs in peace studies and international relations.

Besides the core courses in Theology (for priesthood), Peace Studies and International Relations, there are additional new programmes that include; Masters in Theology specializing in Systematic Theology, certificate courses in Theology for the Laity, Project Management, Leadership and Organization Administration, Human Rights and Governance, National Healing and Reconciliation, Peacebuilding and Conflict Resolution, among others.

3.2.6 FINANCIAL RESOURCE AND MANAGEMENT

The College has three revenue sources, student tuition fees, research and training projects and conference charges. By far the main revenue stream is tuition from students which is expected of an academic institution. However, like most universities, tuition only covers 60% of the running costs which requires that additional funding is sought. The College is working towards financial sustainability. The College's key indicators of financial health are positive;

i. **Revenue reliability:** The College has the ability to predict the level of income with a high level of certainty based on the fact that there will be Jesuit students enrolled in each year.

ii. **Operating margin:** A forecasting ratio does illustrate the ability to produce a surplus (revenue-expenditure) which can inform decisions making in advance of events

iii. **Full coverage of costs:** Revenue collected is sufficient to cover both direct and indirect operating costs, depreciation provisions and savings.

iv. The College is debt free – (100% equity).

v. **Depreciation provision:** The College has the ability to maintain and replace assets over time – sufficient deprecation provision regularly made.

vi. **Operating reserve is three (3) months of annual expenses:** The College has sufficient reserves to the College's activities in the event of delayed revenue.

Although the College maintains an investment (Arrupe) fund, the next financial frontier is the development of its own endowment.

The College has a robust internal control system managed by well qualified personnel. The head of the financial department bears the title of a bursar. The current office holder has requisite skills in accountancy and reports to the Principal. Considering the level of activity, the three staff in the department are adequate.

3.2.7 Corporate Image

The College maintains good relationships with external community and partners. It is well known amongst religious and academic partners. As a Jesuit academic institution, its reputation and culture precedes it but in spite of this, deliberate efforts for publicity will increase the awareness of the general Kenyan public. The promotional and advertisement activities of HIPSIR in news papers, radio and social media have enhanced public awareness. The introduction of MA and STL programmes within the School of Theology will require similar efforts.

3.3 SWOT Analysis

From the situation analysis the following is a summary of the College's SWOT. Evidently, the Institute has several strengths and limitations that can support and/or limit the achievement of its strategic goals. It is also faced with significant opportunities to exploit as well as some threats that it will need to overcome.

Strengths	Weaknesses
i. **Strong governance from the sponsor – JCAM:** Provision of oversight and resourcing	i. **Streamlined academic staff** – important for tenure & human resource succession planning
ii. **Highly qualified and experienced faculty:** All with terminal degrees (PHDs)	ii. Absence of endowment fund
iii. **Full administrative and academic staff establishment:** The College has all the staff needed	iii. **Student:** lack of gender balance – very limited female students in theology, especially.
iv. **Excellent & adequate facilities for teaching & learning** – physical infrastructure, ICT, Library, conference & guest accommodation.	vi. Need to expand programs at HIPSIR in order fully use the existing facilities
v. **Research Support:** well stocked library – electronic & books, JHIA services, conference funding, reasonable teaching load.	v. **Narrow Programme Offering**: low value proposition given College Assets: intellectual and physical.
vi. **Good Financial/fiscal health:** balanced working capital, vital provisions made, no debts and sound internal control system	vi. Inadequate land for physical development into a fully-fledged university as per CUE's requirement.
vii. **Students:** diverse, mature & with basic degrees. Enrolment of SJ students is assured	vii. **Potential & reputation of HUC is relatively unknown to the general public:** limited promotion & advertisement.

viii. **Programmes:** Both Theology and MA Peace, conflict & International Relations are well reputed	viii. Limited scholarships/financial sponsorship to non-Jesuit students
ix. **High Reputation:** Positive perception of a Catholic & Jesuit Education, high rating by CUE	
x. **Availability of some space for limited physical expansion** - additional offices, lecture rooms & accommodation	
xi. Greater tenure of academic staff	
xii. **Networking and Linkages:** Part of international Jesuit universities world-wide	

OPPORTUNITIES	THREATS
i. International interest in Africa as a growth point.	i. University Act of 2012 which requires university constituent colleges to grow to full university status with specific requirements.
ii. **Growth in Jesuit Vocation:** assure steady flow of students in theology program	ii. Affiliation with CUEA means that HUC is tied to the academic and administrative performance of the former. This works when thing are running well but in situations of crisis it could pose a challenge.
iii. International Jesuit institutions of higher learning & Jesuit fraternity create a good opportunity for collaboration	iii. Relatively limited public interest in academic programmes deemed less attractive in the job market coupled by overemphasis on hard sciences
iv. Demand (latent or otherwise) for other Programmes	v. Difficult global economic reality: challenge for fundraising
vi. Funding possibilities from Jesuit funding agencies	
vii. Availability of skilled labour in Kenya	
viii. Possibilities for collaboration with other institutions and organizations	

3.4 SOME IMPLICATIONS FROM THE SITUATION ANALYSIS

It is apparent that HUC has most of the success factors identified in higher education sector anywhere. For the School of Theology its success is well articulated and structured in the Jesuit tradition of priesthood formation.

But the College has to think beyond this core business. For HIPSIR, peace and conflict resolution will remain relevant and needed in Africa for a very long time. The Institute has huge potential to make a contribution but must be more proactive in its approach and innovative in its programming. As a whole, the College has competitive advantages against

other players by virtue of its resources and facilities. This competitive advantage can be built and sustained around the critical success factors as follows:

i. **Reputation and corporate image:** As a Catholic and Jesuit institution, it has a brand name and an extensive international network to exploit. Being Jesuit the College can internalize the following values to give it its distinctive characteristics; Faith that does justice, personalized attention to the needs of individual person (cura personalis), the Magis – aiming for more; inspiring students and lecturers to aim high quality in teaching and learning with passion and academic excellence for the whole person.

ii. **Quality of teaching and learning:** The facilities at the College are excellent in the region, which is in great contrast to public universities in the region not to mention the large class sizes now legendary in public universities. The College has perhaps the best equipped library in peace studies in the region. The resources at JHIA have no match in Africa. Given the facilities, library, ICT network, value system, secluded location, the learning environment is very conducive.

iii. **Job Placement:** The College can begin by entering into partnerships with both Jesuit and Catholic organizations to secure places for its students as interns. Internships often progress to employment opportunities. There are opportunities in such organizations as Jesuit Refugee Services (JRS), United Nations (UN), human rights organizations, NGOs and civil society organizations, Catholic Justice and Peace Commission (CJPC), Catholic Relief Services (CRS), and Catholic Agency for Overseas Development (CAFOD), African Jesuit Aids Network (AJAN) etc.

iv. **Financial Aid:** If the College positions itself as the College of Choice in Africa, many Catholic funders may sponsor students to train thereby raising funds not only for itself but also sustain a competitive advantage unequalled in the region.

v. **Student/faculty Exchange Program:** This is possible, once again from the Jesuit international connections. For example, potential exchange program exists between HIPSR and a similar institution in West Africa; HIPSIR has received students from Jesuit universities in USA and Spain. There are professors in the Jesuit universities abroad who could be more than willing to offer semester courses as well as short courses, physically or virtually online, etc.

3.5 Some Challenges from the Situation Analysis

i. **Theology for Contemporary Times:** The myriad human problems of our time require re-thinking on the type of theology that enables the incarnation of a God- view of our present world. This too could be in response to Fr. Adolfo Nicolas' challenge to the Society to respond in depth – warning against the globalization of superficiality brought about by the communication revolution.

ii. **Diversity of Programmes:** While the College has made efforts to increase the number of programmes, it should be

Student Centre

encouraged to do more. The changing needs of the African Church require not only regular evaluation of the academic programme impact but also the conception of new and more demand driven academic programmes. There will always be opportunities for considering the possibility of new programmes which will also increase the College's asset utilization.

iii. **Research:** The need for collaboration in research is an on-going one. JHIA will need to be more proactive in promoting research.

iv. **Diversity in Student Population:** There is need to increase gender balance amongst students at JST. There are possibilities for increasing the number of lay students and women religious who are neither considering priesthood nor a future in the area of ecclesiastical administration, but hope to work within the African Church.

In this regard, the College will need to remain attentive to the need of integrating students in different specializations such as those in Theology and those in Peace Studies and International Relations;

v. **Financial:** Although the College is not in financial stress, it is always prudent to explore ways of leveraging the financial resources. Besides an endowment fund is necessary for sustainability and to provide more scholarships to the most needy students.

vi. **The long Term Vision of the College:** The University Act of 2012 presents the most imminent risk of the College's existence. The decision on the future growth or its long term vision has to be made. The most critical concerns of the Act in the context of Hekima are; the diversity of programmes and securing of physical land size that meets the criteria.

4.0 Strategic Direction

This Plan presents an overarching aspiration of the College: to provide quality formation, research and intellectual scholarship to all students capable of effectively functioning anywhere in the world. This aspiration reflects the stature of Jesuit Education and its unique capacity to foster integration of its instructional, research, and service programmes. Thus, the strategic thrust proposed here for achieving this aspiration is the pursuit of excellence (magis) in the core and potential academic programmes that are relevant to our context. To this extent, the College is predisposed to grow to the next frontier as reality dictates. To achieve this, all the key facets of the College are addressed in the strategic initiatives as informed by the SWOT analysis.

4.1 Planning Principles

The following six planning principles provide the basis of the goals and objectives for strategy.

i. Hekima University College is predisposed to grow to the next frontier as reality dictates beyond its current stature, programme offering in undergraduate and graduate programmes. Such growth in diversity of programmes and numbers will be done in such a way that the College maintains the scale necessary for close personal learning experience

ii. In spite of its growth in diversity, Hekima University College will underscore its core programmes in Theology and Peace Studies & International Relations

iii. Hekima University College wishes to continue to blend the current programmes with research

iv. Hekima College will foster integration of its instructional, research, and service programs

v. Hekima College, though HIPSIR's Centre for Research, Training and Publication (CRTP) will continue to develop conflict and peacebuilding response strategies through further research, mediation training, documentation of peace, conflict resolution and international

relations practice in Africa; international conferences; conflict resolution and peace training to different communities in Africa; extractive industry research and strategic response.

vi. Hekima College will foster intellectual and cultural diversity in an environment that enhances individual growth and development

vii. Hekima University College will recognize its social responsibility to the Church in Africa without being exclusively African.

4.2 Vision Statement

Hekima University College (HUC) is a Jesuit centre of excellent formation, research and intellectual scholarship. The college cherishes offering high quality integral and contextualized education as well as a spiritual formation founded on the Ignatian pedagogy and the finest traditions of Jesuit humanistic heritage. HUC's vision empowers all men and women to respond to the plights of the neediest and the most vulnerable of the society.

4.3 Mission Statement

Hekima College is an institution that blends integral human formation with higher learning to prepare men and women for the challenges of a 'faith that does justice'. This is achieved through pursuing 'Truth that sets free', with full dedication and integrity, in the best of the Jesuit tradition of education; that is:-

a) A constant search for excellence

according to the Jesuit motivating spirit of magis,

b) A humanistic orientation of education that promotes a holistic orientation of education that promotes a holistic formation inclusive of spiritual values,

c) A personal and individual care of students and,

d) A service to the community through promotion of Justice.

4.4 Core Values

i. Christian, Catholic and Jesuit values where fair treatment, honesty, openness, integrity, and respect are nurtured

ii. A commitment to excellence is fundamental to everything

iii. A sense of community

iv. An appreciation of diversity

v. A commitment to responsible leadership and teamwork

HUC's vision will be realized through the fulfilment of the mission; for this to be done there will be successful delivery of strategic objectives working from strong foundation of the values, which will drive everything that the management and leadership will do.

4.5 Strategic Initiatives

Besides the consideration of the situation analysis, the following strategic initiatives are conceived around the core mandate of the College. For each of the strategic initiative there are corresponding objectives outlined to guide the action plans. The plan is built around the following four key result areas.

4.5.1 KEY RESULTS AREA

1. Teaching and Learning
2. Research and Publication
3. Institutional Infrastructure Development
4. Financial Endowment

4.5.2 STRATEGIC OBJECTIVES

1. Expand Academic Programmes.
2. Sustain the College environment that underpin student-centred learning and produces a holistic graduate
3. Sustain effective academic staff support in teaching and learning
4. Increase Research Output and Dissemination
5. Promote Collaborative Research
6. Undertake Capital Development with the capacity for a fully-fledged university
7. To enhance and maintain existing facilities as modern as possible in order to leverage teaching and learning
8. Promote staff and student exchange programmes with Jesuit universities around the world
9. Establish and Strengthen Existing Networks and outreach
10. To put in place a mechanism that will create and grow a decent endowment fund for the College.

TEACHING AND LEARNING		
STRATEGIC OBJECTIVES	STRATEGIES	RESPONSIBILITY/ ACTORS
Expand Academic Programmes	i. At HIPSIR introduce diploma, BA & PhD programmes by August 2019.	Director HIPSIR
	ii. At JST increase enrollment for MA and Licentiate program by August 2018.	Dean
	iii. At JHIA, develop a relationship between research and teaching, and create new learning opportunities for students by 2020 .	Principal and Director JHIA
	iv. Sustain flexible short time interdisciplinary programmes that respond to the felt needs such as leadership and organization, project management, human rights, professional mediation, spiritualty/theology for the laity etc. throughout the Plan Period.	Dean and Director HIPISR
	v. Promote online distance learning with Jesuit higher learning institutions and other partner academic institutions effective 2020	Principal and Director HIPSIR
	vi. Explore introduction of the following programmes: a) Bachelor of Business Administration (BBA) or Bachelor of Business Management (BBM) b) Masters in Education (Med) Effective 2020.	Principal

Sustain the College environment that underpin student-centred learning and produces a holistic graduate	i. Establish the office of the College Chaplaincy responsible for offering amongst others, cura personalis services to non-Jesuit students effective August, 2018	Principal
	ii. Increase and promote opportunities for students to prepare for either employment/pastoral/community service, e.g. enable all students to have opportunity to engage in internship/voluntary activities, August 2019.	The CRTP
	iii. Develop a financial assistance programme for students who are non-Jesuits especially the laity, effective 2020.	The principal
	iv. Sustain access to learning, support and information resources using electronic and emerging technologies throughout the Plan Period.	The librarians
Sustain effective academic staff support in teaching and learning	i. Support Staff in achieving relevant post-doctoral studies in the spirit of continues professional development (CPD)	The Staff development committee
	ii. Provide training and support on adult pedagogy as well as new teaching approaches that enhance engagement in the lecture room	The Staff development committee
	iii. Promote staff teaching exchange with partner institutions/ international Jesuit institutions	The collaboration committee
RESEARCH AND PUBLICATION		
Increase Research Output and Dissemination	i. Ensure student research projects address current society's priority problem/issues - social, economic, political, cultural and spiritual needs.	The Dean and the director of HIPSIR
	ii. Encourage academic staff to pursue professional development through research and consultancy - have at least one major research project every two years. By August 2020	Research grant and scholarship committee
	iii. Through CRTP at HIPSIR develop cutting edge research in peace practice, diplomacy and conflict resolution	CRTP
	iv. Establish a well-equipped centre for publication (with modern printing press) to focus on publications and dissemination by September 2020	The principal
	v. Conduct regular surveys pertaining to relevant societal issues throughout the Plan Period.	Research and grants committee
	vi. Train academic staff on research grant proposal writing by October, 2020	Research and grants committee
	vii. Increase Research Fund by 100% within the Plan Period	The principal
Promote Collaborative Research	i. Generate and participate in international academic and research programmes throughout the Plan Period	Research and grants committee
	ii. Organize academic conferences annually & bi-annually throughout the Plan Period. HIPSIR organizes international conferences every two years since 2014	Director HIPSIR and Dean

INSTITUTIONAL INFRASTRUCTURE DEVELOPMENT

Undertake Capital Development with the capacity for a fully-fledged university	i. Conceive a master plan for development of Riara Road Campus by June, 2020	The principal
	ii. Conceive a phased project management programme for capital development: a) Phase One: Development of Riara Campus and expansion of programs both at JST & HIPSIR; b) Phase Two – purchase of Land for future university; c) Phase Three – HUC to set up a joint committee with the AOR Province in order to come up with a clear road map for the college to be adopted as a campus of an overseas Jesuit university or evolve into an independent Hekima Jesuit University by 2020	The principal
	iii. Construct requisite building for JHIA in order to consolidate its activities and improve its efficiency and effectiveness as a depository and a research Centre by March, 2020	The principal and the JHIA director
To enhance and maintain existing facilities as modern as possible in order to leverage teaching and learning	i. Continue to monitor and make the best use of current space and facilities.	
	ii. Double the existing electronic bandwidth to increase speed, volume and security of electronic communication for the College by June, 2020.	ICT team
	iii. Maintain service contracts with professional service providers throughout the Plan Period	Principal
	iv. Continue to provide a high-quality working physical environment and an attractive campus throughout the Plan Period.	Principal Director HIPSIR Director JHIA Dean

PARTNERSHIPS AND LINKAGES

Promote staff and student exchange programmes with Jesuit universities around the world	i. Establish exchange programs for both students and academic staff with all English speaking Jesuit higher institution of learning in the world with the academic year 2018/2019.	Collaboration committee
	ii. Establish database profile - strengths of each collaborating institution by June, 2020	Collaboration committee
Establish and Strengthen Existing Networks and outreach	i. Apply to become a campus of an overseas Jesuit university, an interim situation before becoming fully fledged university. An MoU to that effect be signed by December of 2020.	The principal
	ii. Strengthen the relationship with the Vatican Congregation for Catholic Education (CCE) through the Plan Period.	The principal
	iii. Identify strategic partners within Jesuit circles of universities as well as major institutions that can support HIPSIR work such as Africa Union, UNDP, UN Habitat, etc. By August 2020	The principal
	iv. JST develops outreach programs that responds to socio-economic, political, and religious concerns in Africa within two years of this Plan.	The Dean

	v.	HIPSIR predisposes itself to respond to divisive conflicts in Africa	CRTP
	vi.	Identify strategic partners within Jesuit circles of universities that can collaborate with JHIA by August 2020	The principal
	vii.	Strengthen the alumni and establish a sustainable plan of action by August 2020	Principal Director HIPSIR
	viii.	Establish collaborative partnerships with Catholic, Ecclesiastical and civil organizations locally and internationally for purposes of addressing common needs throughout the Plan Period	Collaboration committee

FINANCIAL ENDOWMENT

To put in place a mechanism that will create and grow a decent endowment fund for the College	i.	Conceive a fund raising strategy that will build an endowment fund for HUC	The principal
	ii.	Establish and staff a development office to spearhead and coordinate resource mobilization by September , 2020	The principal
	iii.	Pursue aggressive fund mobilization programme effective January 2020	The principal

Chapel

Institutional Capacity and Resource Mobilisation

5.0 INTRODUCTION

This section details the resources and what is needed for successful implementation of this Strategic Plan.

5.1 STAFFING LEVELS

It is acknowledged that the core activities of the College are carried out by a team of highly qualified, dedicated professional academic and administrative staff. The College will retain adequate number of both academic and administration staff with requisite mix of skills throughout the Plan Period. Continuous professional development of both academic and administrative staff is envisaged. To assure quality of teaching and learning, the recruitment of academic staff will be matched with the student enrolment in appropriate student-lecturer ratios. Human resource policies that provide for succession planning, recruitment, rewarding, deployment and training will be effected. The following organization structure, governance structure and the management mechanism will facilitate the implementation.

5.2 THE GOVERNANCE STRUCTURE
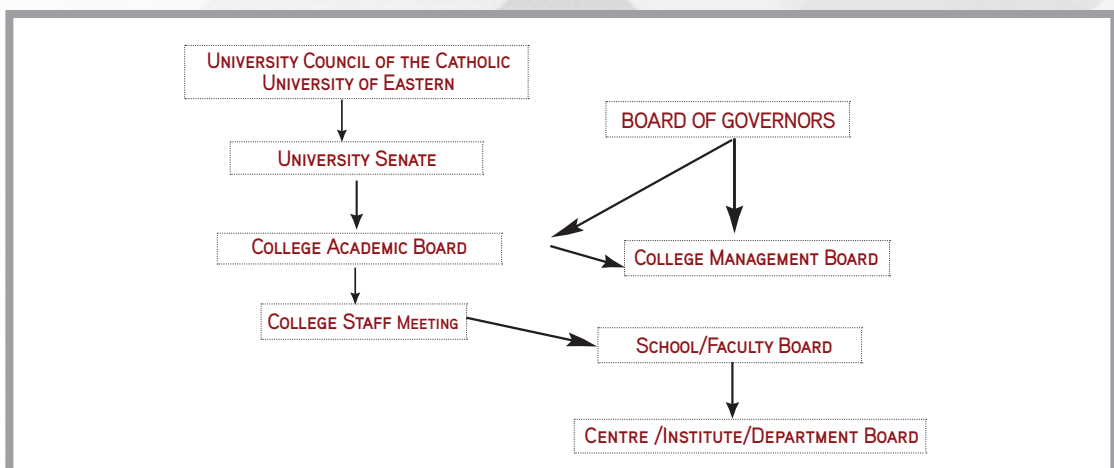
5.3 MANAGEMENT ORGANIZATION STRUCTURE
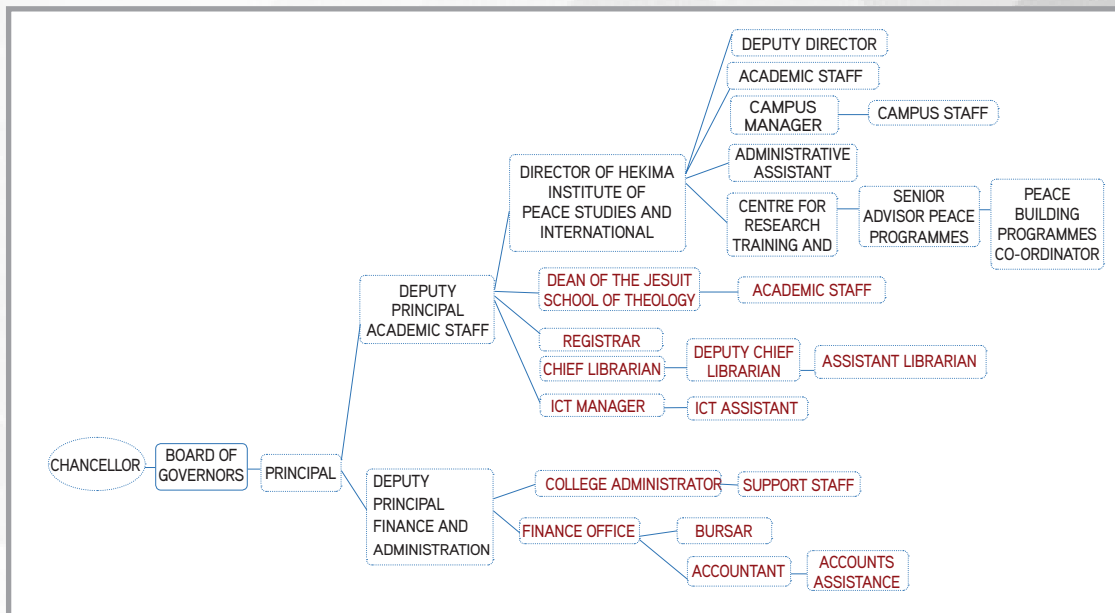
The full staff establishment will be filled on the need basis. Currently, a consideration is being made for the position of vice principal administration and will be filled as soon as the need is crystalized. Besides the substantive positions indicated on the organization structure, the College has constituted the following ten standing management committees which are responsible for various functional responsibilities.

i. **Chaplaincy Committee:** Responsible for overseeing religious celebrations and provision of pastoral care for the students and staff, especially the non-Jesuits

ii. **Collaboration Committee:** Responsible for reviewing requests from within or outside Kenya for collaboration with Hekima College and to oversee existing collaborations

iii. **Finance Committee:** Responsible for overseeing budgeting, investments, expenditures, and other finance-related aspects of the College

iv. **Planning Committee:** Responsible for planning and coordinating the implementation of the Strategic Plan.

v. **Quality Assurance Committee:** Responsible for ensuring that Hekima College is upholding set standards in academics and other aspects of college life.

vi. **Research, Grants, and Scholarships, Committee:** Responsible for analyzing applications for research grants or scholarships and recommending for approval or otherwise.

vii. **Staff Recruitment, Development and Training Committee:** Responsible

for screening the appointment or reappointment of part-time staff,

viii. **Staff Disciplinary Committee:** Responsible for taking up any official complaint of offence, as referred to it by the Principal, against a member of staff.

ix. **Staff Welfare Committee:** Responsibility for organizing staff social events or solidarity action on behalf of any staff member.

x. **Student Disciplinary Committee:** Responsible for taking up an official complaint of offence, as referred to it by the Principal, against a student of the college.

5.4 PROJECTED STAFF ESTABLISHMENT

The following table shows the projected staff progression over the Plan Period which will be filled on the need basis.

ii. 2019/2020 – Additional 4 Jesuit lecturers for the Diploma, BA and PhD in HIPSIR programmes and 1 Student Administrator

iii. 2020/2021 – Additional 2 Jesuit Philosophers Lecturers, Additional 2 Jesuit lecturers and 2 lecturers for the BBA programme, and Additional 2 Jesuit lecturers and 2 lecturers for the Med programmes, additional 5 support staff, 2 programme coordinators, and 1 Accounts staff

5.5 FINANCIAL RESOURCES

Significant financial resources will be required to implement this Plan. Thus, all the College's three revenue streams (student tuition fees, research and training projects and conference charges) will need to grow. These revenue streams are activity based which will closely be related to the costs and expenses to assure the budgetary balance, income equals expenditure. The capital expenditure budget will be separately generated in the design of project management.

CATEGORY	PROJECTED NUMBERS PER YEAR				
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Academic Staff	27	31	41	41	41
Administrative Staff	20	21	29	29	29
Total	47	52	70	70	70
% increase/Yr.	0%	10%	35%	0	0

Assumptions:

i. No new academic programmes in 2018/2019. 19 full time Lecturers, 4 visiting lecturers in BTh and 4 Visiting lecturers in HIPSIR

During the Plan period, income is expected to increase from USD 533,686.00 to 1,202.102.00 while expenditure is expected to equal income thus maintain a balanced budget. The following table provides the summary of the projected income and expenditure.

DESCRIPTION	PROJECTED ESTIMATES	PROJECTED ESTIMATES	PROJECTED ESTIMATES	PROJECTED ESTIMATES	PROJECTED ESTIMATES	TOTAL
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	
	USD	USD	USD	USD	USD	USD
INCOME						
Tuition Fees	423,686.00	489,869.00	608,211.00	720,996.00	917,148.00	3,159,912.00
Research & Projects	40,000.00	40,000.00	44,000.00	48,400.00	53,240.00	225,640.00
Conference Fees	70,000.00	70,000.00	140,000.00	140,000.00	140,000.00	560,000.00
Donations	0.00	48,986.00	60,821.00	72,099.00	91,714.00	273,622.00
Total Income	533,686.00	693,856.00	853,032.00	909,396.00	1,202.102.00	4,192,072.00
EXPENDITURE						
Compensation to Staff	213,474.00	277,542.00	341,212.00	363,758.00	480,840.00	1,676,828.00
Operations, Admin & Other Costs	266,843.00	346,928.00	426,516.00	454,698.00	601,051.00	2,096,036.00
Academic Activities & Research	45,000.00	45,000.00	49,000.00	53,400.00	58,240.00	250,640.00
Total Expenditure	525,317.00	669,470.00	816,728.00	871,856.00	1,140,131.00	4,023,504.00
Surplus/Deficit	8,368.00	24,385.00	36,303.00	37,539.00	61,970.00	168,567.00

5.5.1 FINANCIAL ASSUMPTIONS

This budget is based on the following assumptions:

i. Tuition fees undergraduate in 2018/2019 is $2,476 per year

ii. Tuition fees Masters in 2018/2019 is $2,646 per year

iii. A 5% fee increase in 2019/2020 for BTh and MA HIPSIR

iv. A 10% fee increase in 2022/2023 for all programmes

v. Commencement of 1 year Diploma course, 4 year BA course and 5 year PhD course in HIPSIR in 2019/2020

vi. Commencement of a 4 year BBA and 2 Year MEd and BTh 1 year Philosophy in 2020/2021

vii. Construction of an academic block in 2019/2020 to accommodate new programmes and School of Business and Education.

viii. Setting up of an endowment fund by 2019/2020 whose income comes in as donations

ix. Student Population assumed as follows:-

PROGRAMMES	PROJECTED STUDENT POPULATION				
	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
MA HIPSIR	48	48	55	60	65
BTh	119	119	129	139	149
BTh Directed Retreat	10	10	10	10	10
Diploma HIPSIR	-	10	10	10	10
BA HIPSIR	-	10	20	30	40
PhD HIPSIR	-	2	4	6	8
BBA	-	-	10	20	30
MEd	-	-	5	10	15
TOTAL	177	199	243	285	327

Residential Quarters

x. Staff compensation is 40% of annual budget

xi. Operations, Admin and other cost is 50% of annual budget

5.6 LIBRARY RESOURCES

Library resources are the nerve-centre of the College's core functions of teaching, learning and research. Efforts will be focused to assure that the College maintains its well-stocked library, both physical and electronic. Acquisition and processing of books, journals and non-book materials that support research and curricula offered at the College will be done. Subscriptions to over 300 electronic journals will be maintained through the Plan Period.

5.7 PHYSICAL RESOURCES

The College will maintain its excellent teaching facilities that support teaching and learning. A broad bandwidth Wi-Fi connectivity is planned within the first year of this Plan to augment the existing one. The modern and well maintained building facilities on both campuses of the College will be maintained. The envisaged expansion of programmes and the student population will demand investment in additional physical infrastructure. These will be implemented in a well thought-out manner.

5.8 LINKAGES AND PARTNERSHIPS

The College will aggressively engage the support of the development partners for purposes of filling in the resource gaps. Such funds will be directed to projects and programmes.

Hekima University College Residence

SECTION SIX
Implementation and Coordination

6.0 INTRODUCTION

The College's strategic intent sets out growth possibilities aimed at harnessing its synergies. It argues for more coherent and deliberate approaches to success in an increasingly competitive higher education sector. Thus, the successful implementation of this Strategic Plan will greatly depend on the leadership and management organs of the College. While the College's principal remains the driver, it is imperative that both academic and administrative staff play active roles in various parts and stages of its implementation. The following implementation structure will provide the necessary framework.

6.1 STRATEGIC PLAN IMPLEMENTATION STRUCTURE

Board of Governors	⇨	• Approve the Strategic Plan • Provide Policy Direction • Receive M& E Reports • Provide Feedback
⇕		
The Principal	⇨	• Create general awareness of the SP • Oversee the implementation • Access and allocate resources • Provide performance guidelines • Submit Reports to the Board of Governors
⇕		
Directors HIPSIR JHIA	⇨	• Prepare annual work plans • implement specific performance tasks • Create awareness to the institutes performance tasks • Play liaison role with Principal • Submit reports to the Principal
⇕		
Dean/ Registrar	⇨	• Prepare annual work plans • Implement tasks • Submit specific data/reports to Principal/ directors • Provide Feedback
⇕		
Management Committees	⇨	• Planning Committee coordinates Planning • Other committees performs delegated tasks & submits reports • Receive M& E Reports • Provide Feedback

The growth of the College towards a fully-fledged university will require project management approach. A team with requisite expertise will be tasked to deal with all the issues involved and develop a university business plan. A different team will be tasked with funds mobilization to raise the requisite funds for capital development. This will ensure that the Principal and his Management team concentrate on the routine but demanding matters of managing a reputable university college.

6.2 MONITORING

The monitoring and evaluation of the implementation of this Strategic Plan will be through the implementation matrix. The matrix has indicators, time frame and officials accountable. Monitoring will help determine whether the implementation is on track; establish the need for any adjustment in light of the emerging issues.

6.2.1 SUPERVISION

Although the overall supervision of the Plan's implementation lies with the Principal, the Planning Committee will be responsible for quarterly reviews. Reports will be generated and delivered to the Management Board and ultimately to the Governing Board. The principal will constantly work with the management board to pursue and confront all issues surrounding the capital funding.

6.2.2 ANNUAL REVIEWS

To ensure that implementation does happen, both teaching and non-teaching staff will conceive annual work plans drawing activities from this Strategic Plan. This will best be done through the respective schools and institutes. This practice will ensure that achievements made in a previous year will inform the sequence of activities of the following year. It will also allow for adjustments in the Plan since, given the dynamic environment, it must never be cast in stone.

6.3 EVALUATION

The final summative evaluation will be carried out upon the expiry of the Plan Period.

i.   **Effectiveness:** The extent to which the implementation of activities met the stated objectives and whether the College achieved its envisaged position
ii. **Efficiency:** How the resources were used during the implementation and whether value for money was received.
iii. **Sustainability:** Assesses the sustainability of the achievements made at the College as the going-concern.
iv. **Lessons Learnt:** Document lessons learnt

6.4 IMPLEMENTATION RISKS

This Strategic Plan has been prepared having taken into consideration the prevailing internal and external factors. For this reason, no killer inherent risks are envisaged. However, bearing in mind the success of any institution is depended on many factors beyond management control, some risks have been identified. The risks range from low to high and management anticipate to undertake remedial actions in the event of occurrence.

No.	RISK	PRIORITY	MITIGATION STRATEGIES
1	Existence of the College as a campus of CUEA	High	• Identify an overseas Jesuit university to house Hekima as its campus through an MoU. Grow the College to become a fully-fledged university in accordance with the CUE's requirement and the University Act of 2012 • Grow the College to become a fully-fledged university in accordance to CUE's requirement and University Act 2012 adjusted in 2016.
2	Competition from other universities; hence low enrolment in some programmes	Medium	• Conceive attractive, demand driven programmes • Compete on the basis of quality of teaching, learning, research and facilities • Programme promotion activities
3	Low disposable incomes in Africa	Medium	• Provide value for money programmes with objective of not-for-profit • Build scholarship fund
4	Inadequate Funding	Medium	• Seek partners for funding
5	Apathy amongst some staff/ stakeholders about the value of a strategic plan	Low	• Create awareness of the value of a strategic plan • Build team & sustain team culture

This Plan assumes that there will be continued real interest and resources applied by the Board of Governors – owners and the Management towards growing the College. This will be the enabling environment desired. Lack of capital funding will slow down the ability of the College to attain the university status.

Sports

TRUTH AND EXCELLENCE
TOWARDS JUSTICE AND SERVICE

HEKIMA UNIVERSITY COLLEGE

A CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Strategic Plan 2018 - 2023

Joseph Kangethe Road – off Ngong Road, Adams Arcade
Tel: +254 20 3876608/9, 20 3999000
email: registrar@hekima.ac.ke
Website: http://hekima.ac.ke/